



Week 2 Assignment: Creating a Podcast for a Video Editing Software

Overview

In this assignment, you'll select a free video clip (yours or one from the web), use video editing software to change the clip, and write an evaluation of video editing software in your class blog, wiki, Google Site/eportfolio. This is a graded blog log. Create a podcast tutorial of how to get started with the video editing software. This lesson is designed to help you acquire the skills needed to complete the group project in Weeks 3, 4, and 5.

From your readings and by searching on Google for "free video editing software," determine which two video editing software titles you will use for this week's work.

Using Audacity free audio editing software, record a short "quick start" tutorial podcast and post it to one of the free podcast hosting sites.

When finished, you will need to post the link to your podcast to your eportfolio in your discussion board and in the courseware.

You must complete this activity by the end of Week 2.

Week 2	<p>Topic: Evaluating Open Source Video Editing Software</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> Garrison, A. (1999, Winter). Video basics and production projects for the classroom. <i>Center for Media Literacy</i>. Retrieved April 6, 2009, from http://www.medialit.org/reading_room/article3.html Desktop-Video-Guide. (n.d.). The various stages of creating a digital video. Retrieved on April 20, 2009, from http://www.desktop-video-guide.com/video-creation.html About. (n.d.). Getting started with desktop video. Retrieved on April 12, 2009, from http://desktopvideo.about.com/od/desktopeditinghardware/u/GettingStarted.htm Siegchrist, G. (n.d.). Before you buy video editing software. <i>About</i>. Retrieved on April 12, 2009, from http://desktopvideo.about.com/od/editingsoftware/bb/Buyeditsoftware.htm Desktop-Video-Guide. (n.d.). Top 5 free video editing software programs. Retrieved on April 12, 2009, from http://www.desktop-video-guide.com/top-5-free-video-editing-software-review.html Desktop-Video-Guide. (n.d.). Top 7 video editing software programs for beginners. Retrieved on April 12, 2009, from http://www.desktop-video-guide.com/top-7-video-editing-software-review.html
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- Lonnquist, J. (1994, November). The art of the edit. *Videomaker*. Retrieved on April 6, 2009, from <http://www.videomaker.com/article/1691/>
- Stanford University, Palo Alto, Library. (n.d.). Proposed educational guidelines on fair use. Retrieved on April 6, 2009, from http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter7/7-c.html#3

Discussion:

- Select and submit to the discussion board the link to your evaluation of two different video editing software packages. Write your evaluation in your blog, wiki, or Google Sites web-based tool. Talk about past learning, new learning, and how this learning will impact future lifelong learning related to this activity. Complete the readings, and use them as references in the discussion board writings. Due by the end of Week 2.
- After analyzing the two open source video editing software applications, create a one-minute or less tutorial podcast related to your choice of video editing software. Post the podcast to your eportfolio (wikispaces.com or blogger.com or Google Sites) account. Due by the end of Week 2.

Rubric

Use this rubric to guide your work on this ungraded Assignment.

Tasks ↓	Accomplished	Proficient	Needs Improvement	Unacceptable
Software evaluation blog	Your blog blends course material with your own reflections, connections, and ideas. This might be interdisciplinary connections; expansions on issues from the class, reading, or another blogger. (2 points)	Blog posting are generally on time and adhere to most of the above. There are some connections made beyond the course, but not as deeply developed. (1.5 points)	Work usually demonstrates one or more of the following: Quick summaries abound and the writer tends to forget the audience; that is, irrelevant information appears. Sometimes there's an inability to convey ideas or the writer has trouble getting past "I like	The assignment is incomplete or unfocused. (0 points)

			it/don't like it" reflections.. (1 point)	
Podcast-Technical, Intro, Content, Delivery, Technical Production	<p>Successfully exported to a free video hosting Web site, such as TeacherTube.com (2 Points). Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately. (2 Points). Well rehearsed, smooth delivery in a conversational style. (2 Points) Highly effective enunciation, expression, and rhythm keep the audience listening. Correct grammar is used throughout the podcast. (2 Points). Transitions are smooth and spaced correctly without noisy, dead space. Volume of voice, music, and effects enhance the presentation. Podcast length</p>	<p>Successfully exported to a free video hosting Web site, such as TeacherTube.com (2 Points). Describes the topic and engages the audience as the introduction proceeds (1.5 Points). Rehearsed, smooth delivery (1.5 Points). Enunciation, expression, pacing are effective. (1.5 Points). Correct grammar is used during the podcast (1.5 Points). Transitions are smooth with a minimal amount of ambient noise. Volume is acceptable. Podcast length keeps audience listening. Podcast contained subject tags (1.5 Points).</p>	<p>Successfully exported to a free video hosting Web site, such as TeacherTube.com (2 Points). Somewhat engaging (covers well-known topic), and provides a vague purpose (1 Point). Appears unrehearsed with uneven delivery. (1 Point). Enunciation, expression, rhythm are sometimes distracting. Occasionally incorrect grammar is used during the podcast. (1 Point). Transitions are uneven with inconsistent spacing; ambient noise is present. Volume is occasionally inconsistent. Podcast length is somewhat long or somewhat short to keep audience engaged.</p>	<p>Irrelevant or inappropriate topic that minimally engages listener. Does not include an introduction or the purpose is vague and unclear. Delivery is hesitant, and choppy and sounds like the presenter is reading. Enunciation of spoken word is not clearly understandable or expression, and rhythm are distracting throughout the podcast. Poor grammar is used throughout the podcast. Transitions are abrupt and background noise needs to be filtered. Volume changes are highly distracting. Podcast is either too long or too short to keep the audience engaged. Podcast has no subject tags and</p>

	keeps the audience interested and engaged. Podcast linked from a site that included descriptive subject tags. Appropriate copyright notation from CreativeCommons.org is included. (2 Points).		Podcast contains limited subject tags (1 Point).	difficult to locate online. (0 Points).
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Week 2 Assignment:

In this assignment, you will select and evaluate two different video editing software applications, edit a free video clip, evaluate the two software packages in your eportfolio, and create and post a podcast tutorial on how to use one of the video editing software packages. In your blog, talk about past learning, new learning, and how this learning will impact future lifelong learning related to this activity. Use your readings as references in the eportfolio (blog or wiki) writings.

Part One: Select Video Editing Software, a free video clip to edit, and write your blog evaluation in your eportfolio

To begin, find a peer partner in your cohort and select video editing software. You and your partner do not need to select the same software. Also select a video clip which you will practice editing. It can be a free video clip from the web or a video clip you created.

1. Select a partner from your discussion group. Be inclusive, and make certain that everyone in your group has a partner.
2. With your partner, explore the different editing software options presented in this week's readings. Consider your options thoroughly, but manage your time appropriately to meet the assignment's deadline (the end of Week 2).

Make certain you know what file extension options your editing software gives you. See the following sites to learn more about file extensions for Windows Media Player and for QuickTime:

<http://www.microsoft.com/windows/windowsmedia/knowledgecenter/mediaadvice/0071.msp>

or

<http://en.wikipedia.org/wiki/QuickTime>

3. After reviewing your options, select the software you want to use to edit your selected video clip.
4. In your blog, talk about past learning, new learning, and how this learning will impact future

lifelong learning related to this activity. Use your readings as references in the eportfolio (blog or wiki) writings. Also, let your audience know what file extensions you will use for Windows Media Player or QuickTime.

5. Review an appropriate online tutorial for your chosen software. Search for “video editing tutorials” or search by the name of your editing software to find tutorials available in YouTube.com or via Google...

Part Two: Planning Your Video Editing Software Tutorial Podcast

Now that you and your partner have selected video editing software, a free video clip to edit, and blogged your evaluation of your video editing software, it is time to plan your podcast...

Although you will collaborate with a partner, each person must complete his or her own podcast. You have a partner and you act as their partner to peer review your work and to give each other suggestions.

1. Working with your partner, brainstorm and select a podcast for production... Remember to consider the audience, purpose, and goals of the podcast. Your production should include:
 - a. A catchy, clever introduction
 - b. Relevant information and a clear purpose engaging the listener.
 - c. A well-rehearsed, smooth delivery in a conversational style.
 - d. Highly effective enunciation, expression, and rhythm to keep the audience listening.
 - e. Correct grammar throughout the podcast.
 - f. Transitions which are smooth and spaced correctly without noisy, dead space.
 - g. Value of voice, music (if you use music), and effects enhance the presentation.
 - h. Length that keeps the audience interested and engaged.
 - i. Successful linked from a free site that includes descriptive subject tags.
2. Write a plan for the podcast sequence you want to follow. Include notes about the music you want to accompany the sequence if you decide to use music.

Your final video should be one and one-half minutes or less, and your plan’s length should reflect this requirement.

3. Copy and paste your plan in the workspace below.

Podcast Plan

Paste a copy of your plan including your script here.

Podcast Plan for “Create Quick and Easy Videos with Apple iMovie” by Allen D. Bordelon:

1. Open with brief, catchy non-copyrighted music from garage Band
2. Introduce myself and my purpose for making the podcast
3. Describe the iMovie screen interface
4. Describe the process for selecting video and moving it to the work area
5. Describe the process for separating embedded audio from video
6. Describe the process for deleting the original audio
7. Describe the process for adding new audio

8. Add music from Garage Band
9. Describe the process for exporting video
10. Describe the process for posting the video directly to YouTube
11. Thank audience for listening
12. Encourage the audience to use iMovie in the future
13. Close with more of the same music from the opening

Part Three: Practice Video Editing Software of Your Choice and Create Your Podcast Tutorial

Complete the podcast assignment.

1. Using your work from parts 1 and 2 as a guide, locate the video clip you need. Before acquiring any Web clips, research Creative Commons copyright licenses online at <http://creativecommons.org>.

The following sources have many free, legal clips:

- Free downloads available from iTunes: <http://www.itsfreedownloads.com>
 - Free streaming and downloadable video segments from PBS series Religion & Ethics Newsweekly: <http://www.pbs.org/wnet/religionandethics/>
 - Free streaming and downloadable video segments from the PBS series Wide Angle: http://www.thirteen.org/edonline/wideangle/video_bank.html
 - Photos, music, text, and video that can be legally shared and reused for free: <http://search.creativecommons.org>
2. Transfer (capture) the video clip to the editing software, and edit the clip to make changes. Go to <http://creativecommons.org/license/>, and choose the appropriate copyright notation for your video. Be sure you:
 - follow copyright guidelines.
 - get permission to use clips you did not create or that do not have open copyrights.
 - give credits at the end of your movie.
 - use copyright notation as indicated on the Creative Commons's Web site (<http://www.creativecommons.com>).
 3. Music and video effects are optional.

Write the script for your podcast tutorial for the video editing software you choose in the space provided below. Be sure to use proper terminology. Be sure to include all components listed in your rubric for Week 2. **Script for Podcast**

Tutorial

Podcast Script for "Create Quick and Easy Videos with Apple iMovie" by Allen D. Bordelon:

[Open with four seconds of music from Magic Garage Band Song Three; fades in, plays softly, and fades out.]

Hello! I'm Allen Bordelon, Director of Technology for La Vernia ISD, here to introduce you to Apple iMovie.

When you open Apple iMovie, there are three main areas to the screen; there's a New Project window in the upper left where you simply drag and drop media to create a new project; a Video Display window in the upper right; and an Event window that occupies most of the bottom of the screen.

Within the Event window, any video you've imported is displayed in the Event window with four-second divisions denoting each block of video. If we move the mouse pointer back and forth along here, video scrolls back and forth in the Display window in the upper-right-hand corner.

It is very easy to create a new project from any existing video project; I simply take my mouse pointer, position it in the New Event window, and a red line appears. I move the red line over the existing video to the point I want to start grabbing, hold down the mouse button, and slowly scroll to the right until I've grabbed the scene I want; a yellow outline appears around that clip. Now, I can simply click inside this yellow-outlined frame, drag and drop that up in the Project window, and I have extracted a section of video to work with. I can continue, and extract more sections of video in this manner, drawing the yellow highlight outline around the video until I have exactly what I want. When I release the mouse button, again I drag and drop this clip up in the Project window; now I have two different sections of video that I have copied. If I press the Play button...

[Narration from the original video clip can be heard in the background.]

...you now notice that there is video along with audio. All I have to do is right-click on any of the sections of video that I've placed in the New Project window; a menu drops down, and I choose Detach Audio. Once you have detached the audio, purple bars appear under it with the separate audio; that is the actual soundtrack that was with the original video I grabbed. Now, I will simply right-click on that audio (since I don't want the sound track) and tell it to delete the selection. Just that quickly, I've detached the video from the audio, highlighted the audio, and deleted the selection. Now, if I want to add new music, it's simple to add the audio of my choice by moving the mouse pointer over underneath the Video Display window and clicking on the musical note symbol. The musical note symbol brings up Music and Sound Effects; what I will do is simply go down and grab a song from Garage Band, "Magic Garage Band Song Three", and drag and drop it in the Project window. Now...

[Music from Magic Garage Band Song Three can be heard for two seconds, at same volume level as narration.]

...when the project is played, I've added audio that quickly! Since I have 14 seconds of video, it actually grabbed a matching 14 seconds of audio.

I've quickly and easily created a new video with a nice accompanying soundtrack. Now that I've created a project, and have the audio and video the way I want it, it's very simple to go up to Share on the Menu Bar and choose to either to Export the movie, or, if I wish to post this straight to YouTube, I can simply go up and click on YouTube. I will then be prompted to put in my account info and my password, and save it in any one of the various sizes or formats I choose, from a mobile-sized video up to a large video.

I hope that you will enjoy using iMovie, and use it for all your future video projects!

[Close with eight seconds of music from Magic Garage Band Song Three; fades in, plays softly, and fades out.]

Credits/description for site posting:

Create Quick and Easy Videos with Apple iMovie created by

Allen David Bordelon in Partial Fulfillment of the Requirements for EDLD 5363, Lamar University

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4. Download both Audacity audio editing software and LAME mp3 encoder software available at <http://audacity.sourceforge.net/download/>.
5. Use Audacity tutorials available at YouTube.com and via Google Search to learn to record your podcast.
6. Rehearse your audio before recording.
7. Go to <http://creativecommons.org/license/>, and choose the appropriate copyright notation for your podcast. Be sure you:
 - follow copyright guidelines.
 - get permission to use clips you did not create or that do not have open copyrights.
 - give credits at the end of your movie.
 - use copyright notation as indicated on the Creative Commons's Web site (<http://www.creativecommons.com>).
8. After you finish editing your podcast, export it to a format that can be played online.
9. Upload your podcast to the following locations:
 - One of the following free podcast hosting Web sites: YouTube (<http://www.youtube.com>),

TeacherTube (<http://www.teachertube.com>),, Flickr (<http://www.flickr.com>),
podbean.com, or podomatic.com.

- Your course eportfolio.(Note: Use the one you created for EDLD 5306; add a new page for this podcast)

Use the assignment rubric (above) to self-assess your own video and peer-assess your partner's video.

10.Use the assignment rubric (above) to self-assess your own video and peer-assess your partner's video.

11.Complete this table to direct your instructional associate and professor to your blog and podcast sites.

What is your eportfolio 's (blog, wiki, or Google Site) URL? When did you post the Week Two submission (time/date)?	http://educatingforourfuture.blogspot.com Posted Monday, September 6, 2010, 9:00pm Blog entry reflecting upon the process of creating the podcast. Blog entry includes a copy of my Podcast plan and my Podcast Script. Blog entry also includes links to my Wiki, my YouTube video podcast posting, and my PodBean audio podcast posting.
What is your wiki's URL? When did you post the Week Two (time/date)?	http://listentothenatives.wikispaces.com/EDLD+5363+Video+Editing+Software+Tutorial+Assignment Posted Monday, September 6, 2010, 6:00pm Wiki includes embedded PodBean podcast and YouTube video podcast, along with Creative Commons copyright information.
What is the URL of the free site where you posted your podcast? When did you post it?	Audio Podcast: http://adbordelon.podbean.com/ Posted Monday, September 6, 2010, 6:00pm Expanded Video Podcast (vodcast): http://www.youtube.com/watch?v=VY9WyDxl2Q8 Posted Monday, September 6, 2010, 6:00pm

12. Web Conference Confirmation Blog Link:

Please reflect on the value of the web conference experience in your course blog by the end of Week 2. For this and other blog posts required in this course, you may use the blog you created in EDLD 5306.

After making your blog post, copy and paste a copy of the text into the table below. Be sure you include the URL of your blog and the time and date of your post.

Your Blog's URL	http://educatingforourfuture.blogspot.com
Time and Date of Your Post	Posted at 3:44 PM, Saturday, August 28, 2010
A Copy of Your Blog Post	<p>Videoconference Reflections: EDLD5363 Multimedia and Video Technology Week One</p> <p>I am now in Week One of my Lamar EDLD5363 Multimedia and Video Technology course. Today, I participated in an Adobe Connect videoconference with my Professor, Dr. Abernathy, and about 30 of my classmates. The experience is always enjoyable and beneficial, but was more challenging this morning as I attended the conference from my desk here in La Vernia ISD. With the start of school this week, there are still many tasks requiring maintenance to be performed by my staff and me on weekends when teachers and students are off the network.</p> <p>Perhaps due to the fact I was traversing the school network during maintenance activities, I was bumped off and had to reconnect about ten minutes into the conference. I was unable to get my camera or my microphone fired up, likely due to the blocking of certain protocols through the LVISD firewall and content filter. Overall, though, the audio I received was generally of good quality, and my interactions with Dr. A. and my classmates solely through the keyboard proved adequate.</p> <p>Several key questions regarding the expectations for this class were answered. The most important answers and information I derived through this conference are:</p> <ul style="list-style-type: none"> • We must make <i>digital</i> storyboards for our video projects, using whatever tool, such as PowerPoint, we like. The storyboards <i>cannot</i> be hand-drawn and then scanned. Storyboards are to be posted to our wiki or blog. • We have to conduct an interview with a classmate, during which we receive input, comments and suggestions related to our digital story. • Although we have to perform the interview, it does not have to be posted; it is solely for our use and our benefit. • Our story cannot be made up, and cannot be a fictionalized

	<p>story; it must be a true story, and it is preferred that the story be personal in nature.</p> <ul style="list-style-type: none">• It is OK to post our videos to a site such as YouTube and then link into our blog and/or wiki, but Dr. A. would prefer us to try to embed the story within our blog or wiki.• For next week's assignment, we must try using two different audio/video editing software packages; while they can be packages we or our district own, it is suggested that we try open source editors. A great site, www.osalt.com, was mentioned that helps recommend open source replacements for common pay or shareware applications.• We have about 300 people attending this class.• I expressed concern about the seemingly "subjective" nature of our rubrics, as I was unclear how to ensure my performance reaches the "accomplished" level; Dr. A. said not to worry, that if we do our best work, we will do fine. She also pointed out that this is one reason for working together; we are to critique and offer improvement ideas for each other's stories and each other's performance as a group member. <p>Overall, the videoconference proved very beneficial. I am still apprehensive regarding the somewhat vague nature of the project, and am concerned about coordinating with team members who are geographically non-contiguous, but I now feel more confident that all will go well. It is obvious that Dr. Abernathy wants to work with us and help us every step of the way, and I have no doubt that the skills I will derive from this class will have a profound impact on my job as Technology Director. I do, however, wish the timing of this class was better, as this is a crazy time during the first few weeks of school, particularly when we have several major technology-related projects starting in La Vernia ISD. Despite the shortness of time, I will apply myself and do my best to create digital stories and a PSA of which I can be proud.</p>
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